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ABSTRACT

This report presents the results of a survey on drug use conducted in Seattle, Washington's 12 high schools in 1980. Tables show the frequency and occasion of drug use, the relation between participation in school activities and drug use, the kinds of drugs used, and drug use related to age, sex, family income, and work status of surveyed students. The report states that substantial numbers of students are involved with drugs and that, while drug use occurs during school related activities, much use occurs after school, on weekends and holidays. In addition, the paper reports that family income, as measured by lunch eligibility, tended to increase with the number of drugs used, and that users of multiple drugs tended to be male and older. A copy of the survey is appended to the report. (APM)

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DRUG USE AMONG STUDENTS IN SEATTLE'S HIGH SCHOOLS: SCHOOL RELATED AND OTHER PATTERNS OF USE

REPORT NO. 81-11
JUNE 1981

TOM MATTHEWS

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This report is the second in a series of papers generated from a survey of drug use conducted in Seattle's 12 high schools during March 1980. The major findings of this report are summarized as answers to the following questions.

1. When do students prefer to use drugs?*

   Approximately 40% of the students in the sample indicated that they liked to use drugs on weekends and holidays, and 26% indicated a desire to use drugs in the evening after school. With respect to school related usage, 21% liked to use drugs at extra school activities, 17% liked to use drugs during the school day and 11% liked to use drugs in the morning before school.

2. How is drug use related to school activities?

   - Students with lower drug use indicated more interest in holding school offices and attending school related activities.
   - Nearly all students expected to graduate from high school but frequent drug users had slightly lower expectations for graduation.
   - Frequent users also tended to have more free time before and after school.
   - Nearly 60% of all students indicated that they could get drugs at school easily.

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* For purposes of this analysis "drugs" are defined to include Marihuana, Opiates, Hallucinogens, Cocaine, Stimulants, Alcohol, Tobacco, Solvents, Cough Syrup, Barbiturates, Angel Dust, Tranquilizers, individually and in various combinations.

- Most students did not indicate that pressures from school grades made them feel like using drugs, although frequent users were more inclined to cite pressures from school grades as a cause of their drug use.

3. What patterns of drug use are evident among high school students?

   All 12 measures of drug use were positively correlated. This indicates that use of any substance predicts higher use for all other substances. Three dimensions of drug use were ascertained: "soft" drug use, "hard" drug use and medical drug use. General drug use was highly correlated with the "soft" drug dimension.

4. What are the characteristics of the users of multiple drugs?

   Family income, as measured by free lunch eligibility, tended to increase with increases in the number of substances used. Users of multiple drugs also tended to be male and older. Further, the percentage of working students increased with the number of substances used (up to 4 substances). However, if 5 or more substances were used the percentage of working students dropped.

General Comments

Drug use among high school students is apparent in and around school settings. Substantial portions of students like to use drugs on school-related occasions, and even larger proportions like to use drugs during nonschool related occasions. An effective remedy for this problem would appear to require substantial cooperation between school personnel, parents and other community agencies.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROCEDURES	2
RESULTS AND DISCUSSION	2
OCCASION OF USE	2
SCHOOL RELATED ACTIVITIES	4
RELATIONSHIPS BETWEEN DIFFERENT TYPES OF DRUG USE	6
FACTORS OF DRUG USE	9
GENERAL DRUG USE AND USE OF MULTIPLE DRUGS	10
CHARACTERISTICS OF MULTIPLE DRUG USERS	10
SUMMARY AND CONCLUSIONS	13
APPENDIX	15

LIST OF TABLES

TABLE 1:	MEAN AND PERCENTAGE AGREEMENT SCORES FOR STATEMENTS CONCERNING THE PREFERRED TIME FOR USING DRUGS	3
TABLE 2:	MEAN AGREEMENT SCORES FOR STATEMENTS CONCERNING SCHOOL RELATED ACTIVITIES BY THREE CATEGORIES OF DRUG USE	5
TABLE 3:	CORRELATIONS BETWEEN VARIOUS MEASURES OF DRUG USE BEHAVIOR	8
TABLE 4:	PERCENT USING SEVERAL SUBSTANCES BY FAMILY INCOME, WORK STATUS, SEX AND AGE	11

INTRODUCTION

This report is the second in a series of papers* generated from a survey of drug use conducted in Seattle's 12 high schools during March 1980. The survey was conducted in response to public and District inquiries concerning the magnitude and nature of drug use behavior among Seattle's students. This analysis examines the following questions concerning student drug use and school related behaviors.

1. When do students prefer to use drugs - before school, during the school day, while attending extra-curricular activities, on weekends and holidays?

2. How is drug use related to various school related activities - attending extra-curricular activities, holding school offices, pressures from school grades?

Further, this report examines questions concerning the relationship between different patterns or types of drug use behavior.

3. What is the relationship between use of one drug and use of other drugs?

4. How are users of several drugs different from nonusers.

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* The first report was entitled, An Analysis of Drug Use Among Students in Seattle's High Schools, by Tom Matthews, Report No. 80-4, Seattle Public Schools, May, 1980. It shows the magnitude of drug use among Seattle high school students and presents data pertinent to drug education, prevention and treatment.

PROCEDURES

The survey instrument (appended) was administered to a representative sample of 2351 students (114 classrooms) attending Seattle's 12 high schools. Classrooms within schools were randomly selected for inclusion in the study. The sample was selected in a manner that allowed the proportion of students from a school to be roughly equivalent to the school's proportion of the total high school population.

RESULTS AND DISCUSSION

Occasion of Use. Students were asked to indicate their agreement with five statements concerning the time or occasion of drug use. Table 1 shows the percentage of agreement for the total sample and the average agreement scores for frequent and infrequent users. The preferred time for drug use behavior is weekends and holidays. Approximately 40% of the students in the sample indicate they like to use drugs at that time. Similarly, about 26% of the sample indicate a desire to use drugs in the evening after school.

A smaller percentage of students indicate a desire to use drugs on school related occasions - 21% like to use drugs at extra school activities, 17% like to use drugs during the school day, and 11% like to use drugs in the morning before school.

These drug use figures are pertinent to discussions of the school's role in dealing with drug use behavior. It has been suggested by some that schools should deal more decisively with drug use among students. These figures support that argument because a substantial portion of the sample (11% to 21%) indicates a preference for school related drug involvement. However, students appear to

TABLE 1

MEAN AND PERCENTAGE AGREEMENT SCORES FOR STATEMENTS CONCERNING THE PREFERRED TIME FOR USING DRUGS

Statement	Percent Agreement Total Sample (n=2300)	Infrequent* Users	Frequent Users	F
I like to take drugs in the morning before school.	11%	4.64	3.44**	482.97***
I like to take drugs during the school day.	17%	4.49	3.06	607.39***
I like to take drugs in the evening after school.	26%	4.18	2.50	668.20***
I like to take drugs on the weekends and holidays.	40%	3.56	1.87	586.80***
I like to take drugs while attending extra school activities (football games, club-meetings, etc.).	21%	4.14	2.83	387.59***

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* During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

** Lower mean scores indicate more agreement with the statement: 1=completely agree, 2=agree, 3=no clear feeling, 4=disagree, 5=completely disagree.

*** Statistically significant, $p < .01$.

prefer to use drugs in larger proportions (26% to 40%) on occasions that do not coincide with school activities - during evenings, on weekends and holidays. It seems clear that schools should be concerned about drug use because much of this behavior occurs during school activities. However, of equal importance is the fact that large amounts of drug using behavior occur outside of school boundaries, time constraints, or circumstances and effective solutions seem to require cooperation between the schools, parents and other agencies.

A comparison of the preferred occasion of use for frequent and infrequent users indicates that frequent users are more inclined toward drug use (than infrequent users) on all occasions. However, both groups show the greatest preference for use outside of the schools.

School Related Activities. Students were asked to indicate their agreement with several statements concerning school related activities: holding school offices, attending sports events or club meetings, ease of school, expectation for high school graduation, free time before and after school, pressures from school grades and availability of drugs at school. Table 2 shows the mean agreement scores on each statement for groups composed of nonusers, infrequent users and frequent users.

Students with lower (rather than higher) levels of drug use show more interest in holding school offices and attending school related activities regularly. In addition, students in all use categories (nonuser, infrequent user, frequent user) tend to expect to graduate from high school; however, frequent users as a group have slightly lower expectations for high school graduation. Frequent users also tend to have more free time before and after school, and they indicate that they can get drugs at school easily. It should be noted that 57% of all students in the sample indicate that they could get drugs at school easily.

TABLE 2

MEAN AGREEMENT SCORES* FOR STATEMENTS CONCERNING SCHOOL RELATED ACTIVITIES BY THREE CATEGORIES OF DRUG USE

Statements	Non User	Infrequent** User	Frequent User	Total Sample	F
I like to hold offices (president, secretary, etc.) in school related groups, classes or clubs.	2.97	3.15	3.63	3.23	38.7***
I attend school related activities (sports events, clubmeetings, etc.) regularly.	2.52	2.39	2.97	.56	34.7***
I expect to graduate from High School.	1.21	1.23	1.34	1.25	4.28**
Generally, school is too easy for me.	3.47	3.36	3.25	.36	5.9***
I have a lot of free time before and after school.	3.49	3.40	3.01	.32	19.9***
I can get drugs at school easily.	3.16	2.50	2.01	.52	94.77***
Pressures from bad grades make me feel like using drugs.	4.64	4.41	4.02	4.36	46.88***

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* Lower mean scores indicate more agreement with the statement: 1=completely agree, 2=agree, 3=no clear feeling, 4=disagree, 5=completely disagree.

** During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

*** Statistically significant, $p \leq .05$.

On the average, all students tend to disagree with the assertion that "Pressures from bad grades make me feel like using drugs." However, there is slightly more agreement with the statement among frequent users. This finding suggests that pressures emanating from school sources such as grading practices do not account for a large portion of the drug use among students.

With respect to the ease of school, students in all three categories of drug use appear to be ambivalent. However, students who use drugs tend to show more agreement (than those who do not) with the assertion that school is too easy. If one assumes that ease of school leads to higher grades, this finding may be somewhat surprising since frequent drug users report both lower school grades and easier school experiences.

In summary, it appears that frequent drug users do not participate in school activities as often as nonusers. In addition, when compared to non-users, a greater number of frequent users have more free time, find school to be easier and have lower expectations for high school graduation. Frequent users also tend to feel that they can get drugs at school easily. Most students do not indicate that pressures from school grades make them feel like using drugs although frequent users are more inclined to agree with that assertion.

Factors of Drug Use. Numerous types and patterns of drug use are evident among high school students. For instance some students primarily use "soft" drugs and others use any substance available; some progress from one substance to another and others steadfastly use a single substance. This section will examine relationships among various types of drug use in an effort to identify and examine patterns of use.

The existance of patterns of "hard" drug use versus "soft" drug use is supported

by the results of a factor analysis* which yielded 3 independent factors. The twelve measures of use of different substances and the composite measure of drug use were entered into the analysis. After rotation the first factor accounted for 73% of the total variance; the second factor accounted for 21% and the third accounted for 6% of the total variance. The highest loadings** on the first factor were marihuana (.83), composite drugs use (.82), alcohol (.80) and tobacco (.67). This result suggests that much of the drug use behavior among Seattles' students can be explained by positing a "soft" drug use dimension. The highest loadings for the second factor were angel dust (.76), opiates (.74), hallucinogens (.63) and barbiturates (.62). Therefore, it is viewed as a "hard" drug use factor. On the third factor, the highest loadings were associated with cough syrup (.42) and tranquilizers (.31). These results suggest the existence of a third factor which is related to the use of drugs commonly associated with medical problems. This factor seems to be present even though the survey instrument specifically defined drug use as the nonmedical use of drugs.

Correlations Between Measures of Drug Use. Table 3 shows the correlation between measures of various types of drug use. All correlations in the table are positive; thus, higher levels of use for any substance predicts higher use for

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* Factor analysis is a statistical procedure which creates factors that explain or account for relationships (correlations) among variables. The analysis presented here was performed using the principal factoring method with iterations. The number of factors was determined by the number of factors with an eigen-value greater than or equal to 1.0; varimax rotation was used.

** Factor loadings are correlations between a variable and a factor. They range between ± 1. High values are those which approach ± 1.

TABLE 3

CORRELATIONS BETWEEN VARIOUS MEASURES OF DRUG USE BEHAVIOR

	Marihuana	Opiates	Hallucinogens	Cocaine	Stimulants	Alcohol	Tobacco	Solvents	Cough Syrup	Barbituates	Angel Dust	Tranquilizers	General Use	Use of Multiple Drugs	Mean*	Standard Deviation
Marihuana	-	.19	.38	.42	.49	.68	.47	.11	.05	.24	.22	.19	.78	.73	2.49	1.67
Opiates	.19	-	.46	.39	.37	.18	.13	.41	.13	.47	.61	.43	.47	.42	1.06	.39
Hallucinogens	.38	.46	-	.50	.49	.33	.25	.30	.09	.48	.48	.44	.61	.56	1.15	.53
Cocaine	.42	.39	.50	-	.49	.39	.31	.18	.09	.37	.40	.28	.63	.59	1.26	.73
Stimulants	.49	.37	.49	.49	-	.46	.40	.26	.12	.52	.37	.40	.73	.69	1.39	.92
Alcohol	.68	.18	.33	.39	.46	-	.47	.13	.10	.23	.22	.21	.77	.71	2.76	1.55
Tobacco	.47	.13	.25	.31	.40	.47	-	.11	.11	.21	.17	.16	.67	.61	1.93	1.56
Solvents	.11	.41	.30	.18	.26	.13	.11	-	.16	.36	.50	.38	.35	.32	1.05	.36
Cough Syrup	.05	.13	.09	.09	.12	.10	.11	.16	-	.18	.13	.25	.27	.28	1.22	.72
Barbituates	.24	.47	.48	.37	.52	.23	.21	.36	.18	-	.50	.46	.54	.50	1.10	.47
Angel Dust	.22	.61	.48	.40	.37	.22	.17	.50	.13	.50	-	.49	.51	.48	1.08	.39
Tranquilizers	.19	.43	.44	.28	.40	.21	.16	.38	.25	.46	.49	-	.49	.46	1.11	.52
General Drug Use	.78	.47	.61	.63	.73	.77	.67	.35	.27	.54	.51	.49	-	.93	17.37	6.14
Use of Multiple Drugs	.73	.42	.56	.59	.69	.71	.61	.32	.28	.50	.48	.46	.93	-	2.37	2.17

* Lower mean scores indicate more agreement with the statement: 1=completely agree, 2=agree, 3=no clear feeling, 4=disagree, 5=completely disagree.

Note: Averages for the 12 substances were calculated using the following scale: 1=never used; 2=used 1 to 4 times; 3=used 5 to 8 times; 4=used 9 to 12 times; 5=used more than 12 times. All responses refer to the 3 month period prior to the survey. General drug use is the sum for an individual of scores overall substances. Multiple drug use represents the number of drugs that an individual uses.

all other substances. The absence of negative correlations suggests that students do not give up some substances as they begin to use others. For example, there is no evidence to support the notion that marihuana use leads to a decrease in the use of other substances like alcohol. Conversely, use of marihuana is moderately correlated with the use of alcohol (r= .68), stimulants (r= .49), tobacco (r= .47), coccaine (r= .42), and hallucinogens (r= .38). However, progression from one substance to another cannot be ascertained.

The use of opiates is most highly correlated with the use of other "hard" substances like angel dust (r= .61), barbiturates (r= .47), and hallucinogens (r= .46). Use of opiates is not highly correlated with the use of "softer" substances such as cough syrup (r= .13), tobacco (r= .13), alcohol (r= .18) and marihuana (r= .19).

Other notable patterns are as follows:

1.) Use of stimulants is most highly correlated with use of barbiturates, hallucinogens, coccaine and marihuana.

2.) Alcohol use is associated primarily with the use of marihuana, stimulants, and tobacco.

3.) Tobacco use is associated primarily with marihuana and alcohol.

4.) Use of angel dust is most highly correlated with opiates, solvents (gasoline, paint thinner, glue, lighter fluid, cleaning fluid), barbiturates, and tranquilizers.

5.) Use of hallucinogens is most highly correlated with the use of coccaine, stimulants, barbiturates and angel dust.

General Drug Use and Use of Multiple Drugs. Drug use can be conceptualized as drug use behavior in general rather than the use of specific substances. In an effort to examine general drug use, an index was constructed by adding scores across all 12 substances for each student. Thus the general use measure is a function of both the number of different drugs used and the frequency of use. The resulting variable ranged from a low of 12 for nonusers to a high of 60 for the heaviest users. Table 3 shows the relationship between general drug use and 12 specific substances. General use is most highly correlated with the use of marihuana, alcohol and stimulants. This finding is consistant with the "soft" drug use dimension discussed earlier in this paper.

Because questions concerning the concurrent use of several substances are also of interest, another index was constructed to gauge such behavior. This index increases by one unit for each of the 12 substances that a student uses regardless of frequency. That is, a student who uses no substance receives a score of zero and a student who uses 9 of the 12 substances receives a score of 9. One should notice that the use of multiple drugs is highly related to the measure of general drug use (r= .93). It appears that students with high overall drug use scores also use several different substances. This finding is inconsistent with the idea that heavy drug users tend to restrict their use to a single substance. As noted in the case of general drug use, multiple drug use is most highly correlated with marihuana, alcohol and stimulant use.

Characteristics of Multiple Drug Users. The characteristics of students who use several substances are summarized in Table 4. Family income as indicated by the lack of free lunch eligibility appears to increase with increases in the number of substances used. About 17% of those who use one or two drugs indicate eligibility for free lunch. Of those who use five or more substances only 11% report

TABLE 4

PERCENT USING SEVERAL SUBSTANCES BY FAMILY INCOME, WORK STATUS, SEX AND AGE

	% None	%1 or 2	%3 or 4	%5 or more
Family Income*				
Free Lunch - yes	18.7	16.5	12.8	11.4
Free Lunch - no	81.3	83.5	87.2	88.6
	(N=465)	(N=861)	(N=499)	(N=334)
Work Status				
Working - yes	41.2	54.6	59.5	55.4
Working - no	58.8	45.4	40.5	44.6
	(N=464)	(N=861)	(N=499)	(N=334)
Sex				
Male	46.3	46.7	51.2	53.6
Female	53.7	53.3	48.8	46.4
	(N=464)	(N=863)	(N=500)	(N=334)
Age				
15 or younger	30.5	23.4	21.2	19.3
16	30.8	31.8	32.2	31.9
17	25.6	30.7	30.8	31.9
18 or older	13.1	14.1	15.8	16.9
	(N=465)	(N=864)	(N=500)	(N=332)

free lunch eligibility. Multiple drug users tend also to be male. Of those who use only one or two substances 47% are male. However, 54% of those who use five or more substances are male. Further, age appears to be slightly related to the use of multiple drugs. As more substances are used, the proportion of younger users (15 or younger) decreases from 23% (1 or 2 substances) to 19% (5 or more substances). Conversely, among those who use one or two substances, 14% are eighteen or older while 17% of those who use 5 or more substances are eighteen years old or more.

An interesting relationship appears to exist between work status and the use of multiple drugs. The proportion of students working after school increases with the number of substances used up to the point where 3 or 4 substances (60% working) are used. If five or more substances are used the percentage of working students drops to about 55%.

SUMMARY AND CONCLUSIONS

Results of this survey indicate that substantial numbers of students in Seattle's high schools are involved with drugs. Although drug use does occur during school related occasions, much use also occurs after school, on weekends, or on holidays. This information suggests that even if the schools were able to eradicate all drug use during school occasions, large proportions of students would continue to use drugs. Since drug use often occurs outside of school circumstances it seems reasonable to suggest that the schools should encourage cooperation among various agencies throughout the city to deal with the drug problem.

Drug users can be usefully viewed as those who tend to use "soft" drugs, "hard" drugs and "medical" drugs. Further, drug use can be viewed as the use of one or several substances. Each of these measures yields a different picture of the drug user. If programs are to be implemented it is important to clearly define the type of drug use and the specific goals to be addressed by the program.

APPENDIX

DRUG USE SURVEY

DRUG USE SURVEY

This survey has been designed to investigate the impact of drug use on students in the Seattle Public Schools. The following questions and answers should help you understand your role in this survey.

1. Will my answers be <u>confidential</u>?

   <u>YES</u>. Please do not put your name on this survey because we do not want to identify individuals. No one will be able to trace your answers back to you.

2. Do I have to complete this survey?

   <u>NO</u>. Your cooperation is completely voluntary. However, results will be misleading if large groups of students refuse to answer.

3. How was I chosen to complete the survey?

   Your classroom was chosen through a random procedure that will select about 20% of the students in your school. Your responses are important because they will represent the responses of other students like you.

4. What do you mean by <u>drug use</u>?

   In this survey the term <u>drug use</u> refers to the use of drugs for nonmedical purposes. Examples of nonmedical use include the use of drugs to get high or to have fun.

Thank you for your assistance.

Please circle the number which best describes your drug use patterns.

How often have you used the following substances (drugs) for nonmedical purposes during the last 3 months?	Never	1 to 4 Times	5 to 8 Times	9 to 12 Times	More Than 12 Times
1. Marihuana or Hashish (Pot, Grass, Hash)	1	2	3	4	5
2. Opiates (Heroin, Opium, Morphine)	1	2	3	4	5
3. Hallucinogens (LSD, Psilocybin, Peyote, STP, DMT)	1	2	3	4	5
4. Cocaine	1	2	3	4	5
5. Stimulants (Uppers, Bennies, Pep, Dex, Speed, Amphetamines)	1	2	3	4	5
6. Alcohol (Beer, Wine, Liquor)	1	2	3	4	5
7. Tobacco	1	2	3	4	5
8. Solvents to get high (glue, gasoline, paint thinner, lighter fluid, cleaning fluid)	1	2	3	4	5
9. Cough Syrup	1	2	3	4	5
10. Barbiturates (Downers, Seconal, Amytal, Phenobarb)	1	2	3	4	5
11. Angel Dust (PCP)	1	2	3	4	5
12. Tranquilizers	1	2	3	4	5
13. Other substances used to get high 14.-32. List other drugs here _____	1	2	3	4	5

How has your use of the following substances (drugs) changed during the last 3 months?	I Haven't Used It	My Use Is Increasing	My Use Is Decreasing	My Use Is Steady
33. Marihuana or Hashish (Pot, Grass, Hash)	1	2	3	4
34. Opiates (Heroin, Codine, Morphine)	1	2	3	4
35. Hallucinogens (LSD, Psilocybin, Peyote, STP, DMT)	1	2	3	4
36. Cocaine	1	2	3	4
37. Stimulants (Uppers, Bennies, Pep, Dex, Speed, Amphetamines)	1	2	3	4
38. Alcohol (Beer, Wine, Liquor)	1	2	3	4
39. Tobacco	1	2	3	4
40. Solvent to get high (glue, gasoline, paint thinner, lighter fluid, cleaning fluid)	1	2	3	4
41. Cough Syrup	1	2	3	4
42. Barbiturates (Downers, Seconal, Amytal, Phenobarb)	1	2	3	4
43. Angel Dust (PCP)	1	2	3	4
44. Tranquilizers	1	2	3	4
45. Other substances used to get high	1	2	3	4

46.-62. List other drugs here _____

Please circle the number of the most correct alternative.

63. Have you ever taken drugs for nonmedical purposes?

1. Yes
2. No

64. Have you received some instruction at school concerning drugs?

1. Yes
2. No

65. Are you receiving free or reduced-price lunches from your school?

1. Yes
2. No

66. Are you receiving pay for a regular job outside of school?

1. Yes
2. No

67. Are you attending the high school nearest to your home?

1. Yes
2. No

68. What is your sex?

1. Male
2. Female

69. What is your age?

1. 15 or younger
2. 16
3. 17
4. 18 or older

70. What is your grade level?

1. 9th grade
2. 10th grade
3. 11th grade
4. 12th grade
5. Other

71. Which of the following most accurately describes your grade point average for this school year?

1. A--- between 3.5-4.0
2. B--- between 2.5-3.4
3. C--- between 1.5-2.4
4. D--- between .5 and 1.4
5. E--- between .0 - 1.3

72. Which of the following most accurately describes your racial identification?

1. Hispanic
2. White (Caucasian)
3. Black
4. American Indian or Alaskan Native
5. Asian or Pacific Islander
6. Other

73. After high school, which of the following would you most like to do?

1. Get a job with no further schooling
2. Go to vocational school
3. Go to the armed services (army, navy, etc.)
4. Go to college
5. None of the above

Circle the number which best indicates your agreement with the following statements.

	Completely Agree 1	Agree 2	No Clear Feeling 3	Disagree 4	Completely Disagree 5
1. I have major problems in my life	1	2	3	4	5
2. I get into a lot of trouble at school	1	2	3	4	5
3. Drug use has caused problems for me at school	1	2	3	4	5
4. Drug use has caused problems for me at home	1	2	3	4	5
5. Drug use has caused problems for me with my friends	1	2	3	4	5
6. Drug use has contributed to my problems	1	2	3	4	5
7. Drug use has caused problems for me with the police or other legal authorities	1	2	3	4	5
8. Nonmedical use of drugs has made my life better	1	2	3	4	5
9. Drug use has made school more difficult for me	1	2	3	4	5
10. Drug use has lowered my level of school achievement	1	2	3	4	5
11. Drug use has caused me to be absent from school	1	2	3	4	5
12. I like to take drugs in the morning before school	1	2	3	4	5
13. I like to take drugs during the school day	1	2	3	4	5
14. I like to take drugs in the evening after school	1	2	3	4	5
15. I like to take drugs on weekends and holidays	1	2	3	4	5
16. I like to take drugs while attending extra-school activities (football games, club meetings, etc.)	1	2	3	4	5
17. I like to hold offices (president, secretary, etc.) in school related groups, classes or clubs	1	2	3	4	5
18. I attend school related activities (sports events, club meetings, etc.)regularly	1	2	3	4	5
19. I expect to graduate from high school	1	2	3	4	5
20. After high school, I expect to complete my plans for a job or further schooling	1	2	3	4	5
21. Pressures from bad grades make me feel like using drugs	1	2	3	4	5
22. Current school discipline practices are helping limit drug use at school	1	2	3	4	5

Circle the number which best indicates your agreement with the following statements. (continued)

	Completely Agree 1	Agree 2	No Clear Feeling 3	Disagree 4	Completely Disagree 5
23. I can get drugs at school easily	1	2	3	4	5
24. I have a lot of free time before and after school	1	2	3	4	5
25. Generally, school is too easy for me	1	2	3	4	5
26. Schools should provide more drug education classes	1	2	3	4	5
27. Schools should provide treatment for students having trouble with drugs	1	2	3	4	5
28. Schools should help students learn how to avoid having trouble with drugs	1	2	3	4	5
29. Schools should provide programs to help students learn how to make decisions about drugs	1	2	3	4	5
30. Schools should help students learn about themselves in an effort to avoid drug abuse	1	2	3	4	5
31. Problems related to drug use should be handled outside of the school	1	2	3	4	5
32. Students who use drugs at school should be punished by the school	1	2	3	4	5
33. Teachers are good sources of help for problems related to drugs	1	2	3	4	5
34. School counselors are good sources of help for problems related to drugs	1	2	3	4	5
35. School principals or vice-principals are good sources of help for problems related to drugs	1	2	3	4	5
36. School nurses are good sources of help for problems related to drugs	1	2	3	4	5
37. If one is careful, most drugs are safe to use for nonmedical purposes	1	2	3	4	5
38. I am well informed about drugs	1	2	3	4	5
39. My best friends use drugs regularly	1	2	3	4	5